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Alabama College

The State College for Women

BULLETIN



THE SUMMER SCHOOL 1934

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B.A., Alabama College. Teacher in Piedmont High School, three years; Alabama College Training School, two years.
- A. C. ANDERSON** Education
B.A., Howard College. M.A., Columbia University. Teacher and principal of rural schools; ten years county high school principal; County Superintendent of Education, Barbour County; Supervising Principal, Montgomery County Schools; President Newton Institute; Superintendent of Schools, Ozark, Alabama. Six years, Alabama College.
- LILIAN BARKSDALE** High School History
B.S., George Peabody College for Teachers; M.A., University of Alabama; Diploma, Jacksonville State Teachers College. Sixteen years teaching in Alabama high schools, and six years in the Alabama College Training School.
- OLIVE BIGGAR** Sociology
B.A., Goucher College; Certificate for Social Work, Tulane University; graduate work at Tulane University. Experience in social work in New Orleans, and Shreveport, Louisiana. Alabama College, one year.
- M. ALICE BOYD** Education
B.S., George Peabody College for Teachers. M.A., Columbia University. Eight years in rural school supervision. Alabama College, eleven years.
- MAMIE BRASWELL** Mathematics
B.S., University of Alabama. M.A., George Peabody College for Teachers. Teaching experience, Kellerman Junior High School, Walker County High School, State Secondary Agricultural School, Sylacauga, Montevallo High School. Three years, Alabama College.
- MYRTLE BROOKE** Sociology
B.A., George Peabody College for Teachers. M.A., Columbia University. Special study at University of Chicago and University of Tennessee. Six years, public schools of Georgia; four years of high school work in Louisiana. Twenty-three years, Alabama College.
- EDNA COLLINS** Progressive Education
Trained in Pratt Institute, New Jersey State Normal, and Teachers College, Columbia University. Experience in fourth and fifth grades, Passaic, New Jersey; art in junior high school, Elizabeth, New Jersey; fourth and fifth grades in the Tower Hill School, Wilmington, Delaware.
- ALEXINA DEMOUY** English
B.A., University of Alabama. Graduate work at Duke University. Instructor of English at Alabama College three years.
- LEAH DENNIS** English
B.A., Northwestern University. M.A., Northwestern University. Ph.D. Stanford University. Southern College, Petersburg, Va., one year; St. Mary's School, Raleigh, N. C., two years; DePauw University, Greencastle, Ind., one year; El Paso Junior College, El Paso, Texas, six years. Alabama College, seven years.
- HALLIE FARMER** History
B.A., Indiana State Normal School. M.A., University of Wisconsin. Ph.D.,

SUMMER SESSION

University of Wisconsin. Teaching experience in high schools; Indiana State Normal School; teaching assistant, University of Wisconsin. Professor of History, Alabama College, seven years.

DORA GARRETT **Biology**

B.A., Baylor University, Texas. M.S., University of Wisconsin. Five years in public schools. Seven years, Alabama College.

ELLEN-HAVEN GOULD **Speech**

B.A., Coe College. Graduate School of Speech, Northwestern University. M.A., University of California. Student of School Theatre, California. Player in Literary Theatre, Los Angeles. Coe College, four years; Washington State, two years; Occidental, one year. Alabama College, nine years.

LUCILE GRISSOM **High School Mathematics**

B.A., Athens College. Eight years teaching in high schools of Alabama and Tennessee.

LUELLA GRISSOM **Secretarial**

B.A., Clinton College. Graduate Bowling Green Business University. Commercial experience; a number of years in office practice; training students in office practice; Blue Mountain College; commercial department, Athens College. Assistant instructor commercial department, Alabama College, seven years.

ELSA HASBROUCK **Progressive Education**

B.A., Vassar College. Student Art Students League and private studios in New York City and abroad. Teacher of art sixteen years. Five years experience with interior decorator in New York City. Exhibitor various years at National Academy of Design, Pennsylvania Academy of Fine Arts, National Art Club. Director of Art in Demonstration Schools of Euthenics, Vassar College two summers; Progressive Education Demonstration School at Syracuse University one summer, and at Alabama College one summer. Director of Art and Co-Director of Winbrook School, White Plains, New York.

RONALD INGALLS **Violin**

B.M., Yale University School of Music. Private study with Loeffler and Becker. Teaching experience in Winston-Salem, N. C., City Schools; Illinois Woman's College; Baker University. Three years, Alabama College.

ROSA LEA JACKSON **Mathematics**

B.A., Western College. M.A., Ph.D., University of Chicago. Experience in Athens College, Alabama; Central College, Missouri; Ripley High School, Ripley, Tennessee; Northwestern University, Illinois; Leland Stanford Junior University; Hunter College of the City of New York. Three years, Alabama College.

H. W. JAMES **Education**

B.S., Kansas State Teachers' College. Ph.D., University of Iowa. Six years public school work; Director Visual Service, University of Iowa; two summers special lecturer in education, University of Pittsburgh. Director School of Education of Alabama College since 1923.

W. J. KENNERLY **Chemistry**

B.S., Clemson College. M.S., Emory University. One year Assistant Professor of Chemistry at Clemson College. Alabama College, thirteen years.

BESS B. LANE **Progressive Education**

Seven years of college and university education at Ypsilanti Normal College and the University of Michigan. Three years of travel and study in France and Germany. Four years, Director of Elementary Department, Tower Hill School, Wilmington, Delaware.

OLIVIA LAWSON **Education**

B.S., George Peabody College for Teachers. M.A., Teachers' College, Columbia University. Teaching experience in public schools of Alabama three years. Troy Normal School. one year; Supervisor of Schools, Walker County, four years. Alabama College, eight years.

HARRISON D. LEBARON **Music**

B.A., Harvard University. M.A., Cornell University. Teacher and soloist New England Conservatory; American Guild of Organists; nine years Associate Professor of Music, Western College, Oxford, Ohio; two years Director of Music, Adrian College, Michigan; nine years, Ohio Wesleyan College, Delaware, Ohio. Director School of Music at Alabama College, four years.

EUGENIA MAY Physical Education
B.S., Alabama College. Instructor at Alabama College one year.

ELOISE MERONEY English
B.A., University of Alabama. M.A., Columbia University. Diploma, Alabama College. Further study Chicago University and Columbia University. Teacher of English, Chowan College, Ward-Belmont School, Judson College. Four years, Alabama College.

MILTON LEE ORR Education
B.S., University of Alabama. M.A., Ph.D., George Peabody College for Teachers. Twelve years' experience in public schools; superintendent of Alabama College Training Schools. Alabama College since 1922.

LORRAINE PETER History
B.A., Ripon College (Wisconsin). M.A., Columbia University. Warsaw High School (Wisconsin), three years; Beloit High School (Wisconsin), one year; Loulie Compton Seminary, Birmingham, Alabama, four years. Nine years, Alabama College.

CHARLOTTE PETERSON Training School
Diploma, Alabama College, 1916. Special study Northwestern University and National College of Education, Evanston, Illinois. Five years teaching in public schools of Virginia and Colorado; ten years, Alabama College Training School.

LORRAINE PIERSON Modern Languages
B.A., M.A., Transylvania College. M.A., University of Chicago. Degree Supérieur, University of Dijon, Dijon, France. Ph.D., University of Illinois. Teaching experience in McKendree College, Lebanon, Illinois; University of Illinois. Six years, Alabama College.

J. I. RIDDLE Education and Psychology
B.A., University of Alabama. M.A., Columbia University. Superintendent's Diploma, Teachers College. Ph.D., Columbia University. Seven years principal and superintendent of schools in Alabama. Alabama College, six years.

ELSA SCHNEIDER Physical Education
B.S., University of Wisconsin. Diploma, Chicago Normal College. Three years teaching in public schools; Y. W. C. A. work two summers; summer school at University of Wisconsin. Three years, Alabama College.

CLEVELAND G. SHARP Biology
B.S., M.S., Alabama Polytechnic Institute. Candidate for the doctorate at University of Chicago. Four years of teaching experience in high schools. Thirteen years, Alabama College.

MINNIE L. STECKEL Education
B.A., University of Kansas. M.A., University of Chicago. Ph.D., University of Chicago. Principal high school, ten years. Superintendent of Public Schools, two years. North Dakota State Teachers' College, one year. Public School Psychologist, two years. Student Counselor, Alabama College, four years.

J. R. STEELMAN Sociology
B.A., Henderson-Brown College. M.A., Vanderbilt University. B.D., and Ph.D., University of North Carolina. Teaching Fellow and Assistant in Department of Sociology, Vanderbilt University; Assistant, Economics, Harvard Summer School; Professor of Sociology and Economics, Hampton Institute, Virginia, summer school. Six years, Alabama College.

ESTER STEWART Progressive Education
Attended Cleveland School of Art; College of William and Mary; Western Reserve University—Department of Nursery, Kindergarten, Primary Education (graduated). Experience in Louise Rawson Day Nursery, Cleveland, Ohio; Nursery Play School, Cleveland; Country Day School, Mansfield, Ohio; The Park School, Cleveland; Tower Hill School, Wilmington, Delaware; Primary Department, Ethical Culture School, New York City.

BLANCHE TANSIL Home Economics
B.S., University of Tennessee. M.A., George Peabody College for Teachers. Additional study at Columbia University and University of Chicago. Two years teaching in public schools. Four years Southwest Texas State Teachers College; three years, George Peabody College for Teachers; one year, University of Kentucky. Also summer work as camp dietitian and counselor. Four years, Alabama College.

ARTHUR W. VAUGHAN **English**

B.S., Central College. M.A., Harvard University. Ph.D., George Peabody College for Teachers. Austin scholar in English at Harvard University; instructor in English, Central College Academy and Marvin Junior College; Educational Director of the Ralph Sellev Institute; Head of the Department of English and Public Speaking, Southeast Missouri State Teachers' College. Six years, Alabama College.

KATHERINE VICKERY **Psychology**

B.A., North Georgia Agricultural College. M.A., and Ph.D., George Peabody College for Teachers. Teacher in high schools three years. Alabama College since 1922.

VINNIE LEE WALKER **High School English**

B.S., Athens College. Three years teaching in Alabama high schools and six years in the Alabama College Training School.

J. S. WARD **Modern Language**

B.A., Howard College. M.A., University of Alabama. Graduate student, University of Chicago. M.A., Columbia University. Candidate for the doctorate, Columbia University. Experience in public school system as principal and superintendent; two years, Baylor University; one year, Howard Payne College; one year, Mercer University; five years, A. & M., of Texas; one year as German Instructor, Columbia University; one year, University of Alabama; Director of Summer School and Acting Dean, Alabama College, 1924; Instructor of German, Summer School, Columbia University, 1927. Eleven years, Alabama College.

LILIAN WORLEY **History**

B.A., Alabama College. M.A., University of Wisconsin. Alabama College, two years.

MIECISLAW ZIOLKOWSKI **Piano**

Graduate of Stern Conservatory, Berlin, Germany. Master Class at Stern Conservatory. Switzerland with Paderewski. Teacher in Stern Conservatory, two years; Warsaw Conservatory, two years; Columbia School of Music, Chicago, three years. Alabama College, five years.

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Foreword

The nineteenth Summer School at Alabama College will begin June 11, 1934. The first term will end July 20. The second term will begin July 23 and end August 25. The two terms are each separate units, so that students may pursue work for either term or for the full summer quarter. In the latter event, twelve semester hours of credit may be earned. Students having a "B" average may take a maximum of eight semester hours during one term of the summer school, and fourteen semester hours during the summer session.

The attention of students is called to the fact that Alabama College is a standard institution, being a member of the Association of Alabama Colleges, the Association of Colleges and Secondary Schools of the Southern States, and the Association of American Colleges, and granting degrees in the regular academic subjects, music, home economics, art, physical education, secretarial science, sociology and social service. The cost of attending Alabama College is reasonable in comparison with that of other institutions of equal standing.

Alabama College is fortunately situated to offer the students and teachers of the state a summer school meeting adequately their needs for both pleasure and profit. On the succeeding pages are offered for consideration a number of advantages which may be enjoyed by those who will come to the Summer School.

ADVANTAGES OF ALABAMA COLLEGE SUMMER SCHOOL

GENERAL

- I. During the Summer School at Alabama College a student may complete one-third of a full session's work. Many members of the regular faculty teach throughout the summer term. Students are encouraged to pursue college courses for credit toward a degree. These college credit courses enable the student to:
 - A. Graduate in three years if she completes the normal amount of work in the three summer schools.
 - B. Remove conditions or make up back-work.
 - C. Advance culturally. Those who are interested in their own cultural progress will find a fruitful field in the courses offered in the various departments of the college.
- II. Montevallo is ideally located in the center of the state. The altitude is high, the climate healthful and the campus, which includes ninety-six acres of ground, affords ample facilities for recreation. There are tennis courts, basket-ball courts, hockey, volley ball, and hand ball courts, and a large swimming pool.
- III. The dormitories are large, well ventilated and are well equipped to care for those who come.
- IV. The food and dining room service are excellent. A trained dietitian who provides a good, wholesome, well-prepared and well-balanced ration is in charge of the dining room.

CURRICULUM

Courses are offered in Art, Biology, Chemistry and Physics, Education, English, History, Home Economics, Mathematics, Modern Languages, Music, Physical Education, Psychology, Typewriting, Sociology, and Speech.

The courses are so arranged that students may complete a year's work in such fundamental courses as Biology, Chemistry, English, History, Mathematics, and Modern Languages, by remaining for the entire eleven weeks.

In the other departments many of the courses are so organized that a student may complete a full year's work in either six or eleven weeks. The work in Typewriting is offered to meet the needs of teachers, administrators, social workers, and students in general who are not taking the regular Secretarial course.

SPECIAL FEATURES

PROGRESSIVE EDUCATION DEMONSTRATION SCHOOL AND SUMMER PROGRAM FOR ELEMENTARY SCHOOL TEACHERS

JUNE 11-JULY 20

The Progressive Education Association will again sponsor during the first six weeks of the 1934 Alabama College Summer School a Demonstration School and Summer Program of Progressive Education. This program is designed to serve Alabama and neighboring states.

The Progressive Education Association has sponsored such programs in various sections of the country for the past five summers. These programs have been held at Pennsylvania State College, Vassar College, College of Charleston, Charleston, South Carolina, State Teachers College, Buffalo, New York, Syracuse University for the past three summers and Alabama College for the past two summers.

Dates for Demonstration School and Summer Program

The Summer Program of Progressive Education will coincide with the first term of the summer School, June 11 to July 20, 1934. The Demonstration School will be open for observation June 18 to July 20.

Reception Given Progressive Education Work for the Past Two Summers

The reception given the progressive education work at Alabama College for the past two summers has amply demonstrated the worth of this program. More than one hundred teachers and supervisors have attended the full six weeks program. Approximately a thousand teachers, supervisors, superintendents and other school workers have observed the work and taken part in the conferences for periods ranging from a few days to three weeks.

Nature of Work to Be Offered this Summer

The work this summer is again designed primarily for elementary school teachers. A course in materials and methods as it applies to high school will be offered by the staff of the Alabama College School of Education.

The program will consist of:

1. An Elementary School demonstrating the practical applications of progressive education principles and theory. Activity programs, large units of work, pupil initiative, individual needs, creative thinking, character development, etc., will characterize the work of the school. The Demonstration School will be the center for all phases of the progressive education work.
2. College credit courses in progressive education.

3. Five periods of observation, conference and study of progressive education, each of one week's duration, for those administrators, supervisors and teachers who find it impossible to attend the six-week courses.

The following courses in progressive education, each carrying two semester hours of credit, will be given:

1. A first course in Progressive Education in the Elementary Grades.
2. A second course in Progressive Education in the Elementary Grades, designed for those who have had the equivalent of the first course.
3. Directed Observation in the Lower Elementary Grades.
4. Directed Observation in the Upper Elementary Grades.
5. A first course in Art As It Functions in a Progressive School.
6. A second course in Art As It Functions in a Progressive School, designed for those who have had the equivalent of the first course.
7. Philosophies, Materials and Methods for High School.

The Progressive Education Summer Program should appeal to all teachers, administrators and students of education interested in the new education. It should appeal to the following classes of students:

1. Those who attend summer school for the progressive education alone. A full term's work carrying six semester hours of credit may be taken.
2. Those who desire to take one or two courses in progressive education and one or two courses in other fields.
3. Those who desire to spend a week without credit observing the work in the Demonstration School and studying the new education. Periods of less than a week of observation will be permitted but not encouraged.

Five weekly units of observation and study have been arranged for those administrators, supervisors and teachers who find it impossible to attend the six-week courses. The week's work will consist of observation in the Demonstration School, daily round table conferences, and visits to any of the theory classes.

The five weeks of observation are: June 18-22; June 25-29; July 2-6; July 9-13; July 16-20. The week of June 25-29 has been reserved largely for administrators and supervisors. Since only a limited number of visitors can be accommodated in the Demonstration School, arrangements for observing must be made in advance with M. L. Orr, Assistant Director. Preference as to week will be given to those who apply first. Those who can possibly do so should arrange to take the full six-week courses rather than a week's unit.

Cost

Those attending for six weeks and taking six semester hours of credit will pay approximately \$49.00 for room, board, laundry, tuition,

medical attention, and other fixed charges. The cost is the same for all students in the College taking six semester hours of work.

Room and board may be secured at the College for \$1.00 per day for periods less than the six-week term.

Progressive Education

Progressive education is a world-wide movement. It is not a panacea, rejecting accepted beliefs, adult judgments and traditions. Rather, it is a new approach to the study of the child, a belief that the development of his normal interests exceeds in importance the imposing of standardized subject matter. It assumes that education develops from human experiences, rather than results from the acquisition of information and the cultivation of skills for deferred needs. It is liberal and humanitarian rather than compelling and mechanistic.

The Progressive Education Association was founded in 1919 for the dissemination of progressive education theory and practice. It includes among its officers and directors such outstanding educators as Dr. John Dewey, Dr. William H. Kilpatrick, and Dr. Harold Rugg, of Columbia University; Dr. William J. Cooper, formerly United States Commissioner of Education; Miss Lucy Gage, of Peabody College; Mr. Charleton Washburn, of the Winnetka, Illinois, schools; and Miss Flora J. Cooke, Principal of the Frances W. Parker School of Chicago.

Progressive Education in Alabama and the South

While the Progressive Education Demonstration School and Summer Program to be held at Alabama College will be the third of its kind in the South, progressive education theory and practice is not new in this section. The new education is being stressed by state and county supervisors in a number of the southern states and especially in Alabama.

State Department of Education Approves

The Demonstration School and Summer Program, to be held at Alabama College, June 11 to July 20, 1934, has the hearty approval of the Alabama State Department of Education, and is especially endorsed by the Division of Teacher Training, Certification and Elementary Education.

SCHOOL OF MUSIC—JUNE 11-JULY 20

The School of Music of Alabama College offers a number of special features for the summer of 1934 as well as the regular work leading to the Bachelor of Music degree.

A group of courses has been organized which will serve those who are already established musicians and wish to add to their repertory or to re-study and re-interpret familiar works. To permit full consideration of more extended compositions two one-hour lessons a week

are assigned in this group of courses. The lessons are private and it will be possible to register in these courses for the entire six weeks or for a shorter length of time for those who cannot remain throughout the term. Registrations for the repertory courses include registration in the lecture class in piano and in organ and in the ensemble class for those taking violin.

The special work in organ is under the direction of Mr. H. D. Le-Baron. The piano instruction will be given by Mr. Mieczislaw Ziolkowski. Mr. Ronald W. Ingalls will have charge of the work in violin. The teacher who will give instruction in voice and public school music is to be selected.

SCHOOL OF INSTRUCTION FOR VOCATIONAL HOME ECONOMICS TEACHERS—JULY 23-AUGUST 10

A three weeks' course is given for Alabama teachers of vocational home economics. The purpose of this unit is to give specific aid in organizing the year's program, in setting up standards and in applying modern methods of education to home economics instruction. (See announcements of the School of Home Economics.)

CAMP FOR GIRLS—JULY 23-AUGUST 4, AUGUST 6-AUGUST 18

This is a campus camp for girls ten to eighteen years of age. The camp program offers a wide range of interests including tennis; nature-lore; pioneer camping; gypsy trailing; swimming; aesthetic, clog, tap, and folk dancing; handicraft; story-telling; singing and dramatics.

For detailed information write to Minnie L. Steckel, Camp Director, Alabama College, Montevallo, Alabama.

ALABAMA WRITERS' CONCLAVE—WEEK OF JUNE 18

The Alabama Writers' Conclave will hold its annual session at Alabama College during the week of June 18. Their programs are open to the public and may be shared by the members of the Summer School. In addition to this, special speakers who will come for the Conclave will be available for lectures to the Summer School.

ENTERTAINMENT FEATURES

The College plans an enlarged program of recreation and entertainment during both terms of the Summer School. These include among other features:

1. Music and speech recitals by members of the faculty.
2. Plays and stunts put on by students.
3. Visiting lecturers and entertainers.
4. Athletic tournaments of various kinds.
5. Hikes and camp suppers.

6. Evening play hour under the direction of a playground supervisor.
7. Camphouse and swimming pool open free of charge to students who are matriculated in the summer school.
8. Annual picnic at the camphouse.
9. Evening group-singing hour under the direction of a song leader.
10. Reception given to summer school students by the faculty.
11. Other features to be announced later.

EQUIPMENT

The entire equipment of Alabama College is available for use by the Summer School students. This includes the dormitories, an infirmary, a library, an auditorium and administration building, a music building, two classroom buildings, two training school buildings, a home management house, the college laundry, the dairy, the gymnasium, the swimming pool and other athletic equipment.

The library will be open from 7:30 A. M. to 9:00 P. M., daily.

Students may purchase stationery, tablets, college text books, and other needed equipment at the supply store. High school students should secure the state-adopted text books from some local depository.

GENERAL INFORMATION

The Summer School was established in May, 1915, by order of the Board of Trustees and held its first session in 1916. A six or twelve weeks' session has been held every summer since that time. The session of 1934 will be eleven weeks in length, beginning June 11 and ending August 25. The first term will be six weeks in length, five days a week, beginning June 11 and ending July 20. The second term will be five weeks in length, six days a week, beginning July 23 and ending August 25. The work of each term will be a unit in itself and students who attend only one term may secure full credit for all work completed.

The aim of the Alabama College Summer School is to serve in the fullest way the interest of public education in the state. Special attention is given to the following:

1. Those who wish to obtain, renew, or extend certificates.
2. High school teachers and others who do not hold college degrees but wish to obtain credit toward their degrees.
3. Public school teachers who wish to study methods of teaching any grade of school work.
4. Alabama College students, and those from other colleges, who wish to remove conditions by summer work.
5. Those who desire special work in Home Economics, Music, Art, Speech, Physical Education, or other special fields.
6. Home Economics teachers who desire to teach in the junior and senior high schools or to increase their knowledge of the subject.

7. Those who wish to take regular home economics courses.
8. Those who wish a thorough course in public school music, or who wish to prepare for the state examination in piano or public school music.
9. Those who wish to take general physical education courses to prepare to teach physical education in the schools or to coach basket ball or other games.
10. Those who are interested in repertory classes in violin, piano, and organ.
11. Those who wish to secure high school credit.

EXPENSES FOR FIRST TERM

Room, board and laundry	\$33.00
Matriculation fee	3.00
Physician, nurse, hospital and medicine fee	1.00
Fee for 6 semester hours of work	12.00
Total	\$49.00

EXPENSES FOR SECOND TERM

Room, board and laundry	\$27.50
Physician, nurse, hospital and medicine fee	1.00
Fee for 6 semester hours of work	12.00
Total	\$40.50

A fee of \$2.00 per semester hour is charged for college courses taken for credit. Any student, therefore, who takes more than 6 semester hours per term will pay \$2.00 for each additional hour of credit taken.

A student who was not in attendance during the first term will pay the matriculation fee of \$3.00 for the second term.

No reduction in price will be made to students who do not have their laundry done in the college laundry.

Students who take laboratory courses in Science will pay the fees indicated below:

Fees (Per Term)

Bacteriology	\$6.00
Biology	4.50
Chemistry	4.50
Physics	4.50
Clothing	2.00
Foods	5.00
Other Home Economics Laboratory Courses (each)	2.00
Swimming Lessons (12)	2.00
Use of Typewriter	3.00

A fee of \$4.00 per half-unit of credit is charged for high school courses.

(For music fees, see Music Department, page 27.)

Equipment

Each student should furnish her own pillow, linen, blankets or comforts. (Only single or three-quarter beds are used.)

COLLEGE AND HIGH SCHOOL CREDIT

High school and college students will have the privilege of studying to remove conditions or to secure advanced standing. As a rule, courses of study satisfactorily completed in the Summer School will be credited in the regular session, provided such studies form part of the regular course.

Those interested in high school courses see page 33.

REGISTRATION

Registration will take place Monday, June 11. Students will be registered on later dates, but full credit of attendance may not be given for those entering after June 14. Class work will begin Tuesday, June 12, at 7:30 A. M.

Students who pay the \$2.00 room reservation fee and find that they are unable to attend the Summer School may have this fee refunded, provided the Director of the Summer School is notified by June 1.

Students attending the Summer School who wish to board in the town of Montevallo should get the approval of the President, or the Director of the Summer School.

INTRODUCTION OF NEW COURSES

The officials of the Summer School reserve the right to introduce new courses when there is a demand for them and to eliminate courses in which the enrollment is not sufficient to justify offering them.

RENEWAL AND EXTENSION OF TEACHERS' CERTIFICATES

The regulations below are those approved by the State Department of Education and apply to the Alabama College Summer School for 1934.

Certificates issued on examination or by validation from other states may be renewed for one-half the period of their original life on six weeks of work. To count as six weeks of work a student must obtain a minimum of six semester hours. The above certificates may be reinstated for the full period of original validity on twelve weeks' work with twelve semester hours. This work should be in the field in which the certificate has been issued.

Class B Elementary Certificates (issued prior to 1928) based upon the completion of one year normal work, may be reinstated by studying eleven weeks and completing twelve semester hours of prescribed work.

Class B Secondary Certificates (issued prior to 1928) or other secondary certificates, based upon three years of college work, may be reinstated by taking courses leading to the issuance of the certificate next higher in rank. Unless a class B Secondary certificate has already been extended on an additional twelve weeks of study in a college or university, twelve weeks of study in residence with twelve semester hours of credit entered on the records will be required for its reinstatement.

Class A Elementary Professional, Class A Secondary Professional, and Special Subject certificates (issued prior to 1928) may be reinstated by taking courses for which credit toward graduation is allowed. No credit may be allowed toward the reinstatement of such certificates for a course shorter than six weeks for which the student receives at least six semester hours or nine quarter hours of credit.

All students who want certificates issued, extended, continued or renewed should see H. W. James, Director, School of Education, immediately after they have been classified and fill out a form for the certificate desired. Holders of certificates to be continued, extended, or renewed should bring such certificates with them when they come to Alabama College, and should attach these to the form submitted to Dr. James.

DEPARTMENTAL ANNOUNCEMENTS

ART

The Art Department offers courses planned to suit the needs of the designer and creative artist, as well as training for the grade teacher who wishes to secure from her pupils original work of a high order.

The courses offered below may be supplemented by others concerned with more advanced work should there be a demand for them.

Art S111 and S112. Art Structure. An introductory course dealing with fundamental principles. Required of all students majoring in art. Lecture and creative work. First and second terms. Credit, 3 semester hours each term.

Art S140. Elementary Pottery. Lectures and laboratory work. Art principles applied to pottery and modeling. First term. Credit, 2 semester hours.

Art S150. Related Art. This course is given primarily for home economics students. It treats of art principles in relation to line, tone, and color. First and second terms. Credit, 3 semester hours each term.

Art S300.1. Public School Art. Methods and subject matter lectures, creative work, and consideration of appropriate problems for each grade—elementary and high school. This course is in line with progressive education methods. First term. Credit, 2 semester hours.

BIOLOGY

Biology S101. Botany. A general course dealing briefly with the four phyla of the plant kingdom; the cell, the function of cells, and cell division; the kind, structure and uses of the root, stem, leaves, buds, fruits, and seeds; and a study of such algae, fungi, liverworts, mosses, and ferns as time will permit. Three lectures and five two-hour laboratory periods a week. First term. Credit, 3 semester hours.

Biology S102 or S110. Zoology. Beginning with the amoeba as representative of living protoplasm, and of the lowest group of animals, the various phyla are studied in their evolutionary sequence. Time does not permit of a study of all the groups, but such representatives as the following are examined: amoeba, paramecium, euglena, pandorina, volvox, hydra, obelia, gonionemus, grantia, planaria, tapeworm, and the frog. A study is also made of the great scientists in various fields of biology, together with the contribution each has made. Three lectures and five two-hour laboratory periods a week. Second term. Credit, 3 semester hours.

Biology S210. General Physiology and Hygiene. This course is both practical and scientific as it treats of the structure and functions

of the various organs of the body and means of maintaining them in health. Being a basic science it gives knowledge of the principles underlying psychology, physical culture, dietetics, and hygiene. In addition, it is also designed to qualify the teachers of the elementary grades and high school for the intelligent direction of a systematic and effective health program in the home, school, and community. Lectures will be supplemented by demonstration work for the purpose of illustrating and simplifying many of the topics studied. Eight lectures a week. First term. Credit, 3 semester hours.

Biology S252. Nature Study. This course is designed for teachers and is required of all persons preparing to teach in elementary schools. Those who teach biology in high school will also be greatly helped by this course because it will furnish much valuable information of outdoor life and give practice in finding, assembling and using this information in teaching. It consists of a study of both plants and animals in the field. Emphasis is placed on the study of birds, insects, local flora, and wild life in general. Studies in nature are demonstrated by assigned projects. Two lectures and four two-hour laboratory periods a week. First term. Credit, 2 semester hours.

Biology S300. Bacteriology. This course will deal with the morphology, physiology, and cultivation of bacteria, yeast, and molds. Special consideration will be given to the relation of micro-organisms to the preservation, preparation, and handling of foods; to their relation to water and milk supply and sewage disposal; and to the organisms occasionally found in various foods, water and milk that cause disease. The course will be of such nature as is needed for students taking home economics and for those desiring to become acquainted with the fundamental principles of bacteriology and sanitation. One lecture and three two-hour laboratory periods a week. First and second terms. This course is continuous and must be taken both terms. Credit, 3 semester hours.

Biology S320. Bacteriology. (Preventive Medicine, Parasitology, and Sanitation.) A general course dealing with the cause of the most common contagious, infectious, and non-infectious diseases, their importance, and how to prevent them. The laboratory will consist of a study of the common parasites of man and their relation to human diseases. Some other topics discussed will be milk, water and sewage in relation to health and methods of bettering home, school, industrial, and city sanitation. Students may take the lecture work and omit the laboratory work, but will receive only 2 semester hours credit for so doing. Six lectures and three two-hour laboratory periods a week. Second term. Credit, 2 or 3 semester hours.

Note: If there is not sufficient demand some courses may not be offered the second term. It will be noted that a full year's work in biology may be completed during the eleven weeks of summer school, thus satisfying the science requirement for either the A.B. degree, or one year's work for those taking any course majoring in science.

CHEMISTRY AND PHYSICS

Chemistry S101. **General Chemistry.** This course is identical with the first semester's work in general chemistry as offered in the regular session. It consists of a study of the common elements. Laboratory experiments accompany the regular lecture work. First term. Credit, 3 semester hours.

Chemistry S102. **General Chemistry.** A continuation of course S101, embracing the second semester's work in general chemistry. First and second terms. Credit, 3 semester hours.

Chemistry S211. **Quantitative Analysis.** This course embraces a study of those methods of analysis which are usually employed in determining the constituents of simple compounds. Gravimetric determinations are made in this course with stress being given to the importance of accurate laboratory manipulations. First term. Credit, 3 semester hours.

Chemistry S212. **Quantitative Analysis.** This course is a continuation of S211. The work in this course deals with simple volumetric methods of analysis. Standard solutions are made by the student and volumetric determinations are made upon a number of compounds. Second term. Credit, 3 semester hours.

Chemistry S231, S232. **Organic Chemistry.** This course during the first term deals with the fundamental principles of organic chemistry, special emphasis being given to fats, carbohydrates, and proteins. This is followed the second term by a course in foods and physiological chemistry, dealing chiefly with the digestive action of saliva, gastric fluid, etc., on foods. Required of all regular home economics students. First and second terms. Credit, 3 semester hours each term.

Physics S201. **Physics.** A course in general physics involving a study of the systems of measurements, laws of machines, gravitation and electricity. First and second terms. Credit, 3 semester hours each term.

Physics S340. **Physics.** A semester's course for those students majoring in the home economics department. The laboratory work in this course will consist of experiments on household appliances involving physical principles. Visits are made to the power house, ice plant and pump house in order to study how these plants utilize the physical principles discussed in the classroom. First and second terms. Credit, 3 semester hours each term.

EDUCATION

Education S300. **School Management.** This course deals with the general classroom problems of the elementary teacher, including discipline, school records, school hygiene, etc. Second term. Credit, 2 semester hours.

Education S301. **Principles of High School Teaching.** This course takes up problems applicable to all high school teachers, such as discipline, class management, examinations, teachers' reports, etc. Required of all applicants for the college secondary class B certificate, and all special certificates to teach in high school. Open to all juniors. Second term. Credit, 3 semester hours.

Education S302. **Psychology of High School Subjects.** This course consists essentially in a discussion of what goes on in the minds of high school boys and girls, while in the process of learning the various subjects taught in the high school. The emphasis is placed upon what the learner does, rather than what the teacher does. Some of the topics discussed are: maturity of the high school pupil, psychological distinction between the elementary and high school child, psychology of mathematics, English, foreign languages, fine arts, practical arts, natural sciences, social sciences, physical education, and administration. The aim of the course is to acquaint the prospective teacher with method as applied to other subjects than her own, thus decreasing the likelihood of narrow formalism in teaching. First term. Credit, 3 semester hours.

Education S311. **Methods of Teaching Reading in the Lower Elementary Grades.** This course will deal primarily with the methods in the lower grades. However, a discussion of the reading in the upper grades will be included with less emphasis. Required of all students taking the four-year elementary curriculum preparing to teach in the lower elementary grades. First term. Credit, 2 semester hours.

Education S312. **Methods of Teaching Social Science in the Lower Elementary Grades.** This course will take up the entire field of social science in the first six grades. The project work in the lower grades will be given most emphasis. Required of all students taking the four-year elementary curriculum preparing to teach in the lower grades. First term. Credit, 2 semester hours.

Education S360. **Vocational Guidance Through Girls' Organizations.** The organization, aims, and methods of national organizations for girls, including Girl Reserves, Girl Scouts, and Camp Fire Girls, will be considered with the purpose of preparing the prospective teacher or social worker for organizing and directing such groups in connection with school, church, or civic work. Elective. First term. Credit, 2 semester hours.

Education S370a. **Directed Observation in the Lower Elementary Grades.** First term. Credit, 2 semester hours.

Education S370b. **Directed Observation in the Upper Elementary Grades.** First term. Credit, 2 semester hours.

Education S381. **A First Course in Progressive Education in the Elementary Grades.** First term. Credit, 2 semester hours.

Education S383. **A First Course in Art as It Functions in a Progressive School.** First term. Credit, 2 semester hours.

Education S392. **A Second Course in Art as It Functions in a Progressive School.** Designed for those who have had the equivalent of the first course. First term. Credit, 2 semester hours.

Education S393. **A second Course in Progressive Education in the Elementary Grades.** Designed for those who have had the equivalent of the first course. First term. Credit, 2 semester hours.

Education S482. **Elementary School Administration.** This course will be open to a limited number of students who show special talent for this type of work. This will be of special value to prospective elementary school principals and supervisors. Prerequisite: senior standing in the A.B. elementary course. Second term. Credit, 2 semester hours.

Education S490. **Principles of Teaching.** This course is a summarization of the problems of teaching. An objective will be the formulation of a definite philosophy of education by each student. Required of all students in the A.B. curriculum for secondary education. First term. Credit, 2 semester hours.

Note: Other courses will be added based upon demand.

ENGLISH

English S101. **Fundamentals of Composition.** Drill in the mechanics and practice in the fundamental forms of composition, both oral and written. Required in all curricula. First and second terms. Credit, 3 semester hours each term.

English S102. **Forms of Composition.** A continuation of English S101. Reading in contemporary prose. Required in all curricula. First and second terms. Credit, 3 semester hours each term.

English S200. **Types of Poetry.** Second term. Credit, 3 semester hours.

English S210. **Types of Prose Fiction.** First term. Credit, 3 semester hours.

English S220. **Types of Drama.** First term. Credit, 3 semester hours.

English S230. **Types of Prose.** Second term. Credit, 3 semester hours.

English S301. **Survey of English Literature.** Beowulf to Pope. First term. Credit, 3 semester hours.

English S360. **Writing for Publication.** A practice course in news and feature article writing. First term. Credit, 2 semester hours.

English S482. **Problems in American Literature.** An advanced course in selected problems related to the development of American literature. First term. Credit, 3 semester hours.

HISTORY

History S101. **History of Civilization.** History of civilization in the ancient and medieval period. For those students who have had less than one year of college history. First term. Credit, 3 semester hours.

History S102. **History of Civilization.** History of civilization in the modern period. For those students who have had History 101. First and second terms. Credit, 3 semester hours each term.

History S201. **History of the United States.** History of the United States through the colonial period and the organization of the government. Prerequisite: one year of college history. First term. Credit, 3 semester hours.

History S202. **History of the United States.** History of the United States from 1800 to 1914. Prerequisite: one year of college history. Second term. Credit, 3 semester hours.

Geography S231. **Survey of Geography.** Required of students taking the A.B. Elementary course. Open to all others who care to elect it. Second term. Credit, 3 semester hours.

History S482. **Recent History of the United States.** A survey of the history of the United States since 1884 with special emphasis upon the social and economic problems of the period. Open to all students in the junior and senior years. First term. Credit, 3 semester hours.

HOME ECONOMICS

The Family

Home Economics S401. **Health of the Family.** A study of public and preventive health measures as affecting family health; study, demonstration, and practice in home care of the sick. Prerequisite: senior standing in home economics. First term. Credit, 1 semester hour.

Home Economics S402. **Problems in Home and Family Life.** The practical application of the principles of sociology and economics to home and family life, emphasizing public health standards of living, house standards, household management, civic and social responsibilities. Prerequisite: senior standing in home economics. Fee \$2.00. First term. Credit, 2 semester hours.

Home Economics S460. **Problems in Home Economics.** An individual problem selected by the students with approval of the Director of the School is worked out with guidance and supervision of an assigned staff member. Hours to be arranged. First and second terms. Credit, 1 to 4 semester hours each term.

The House and Its Administration

Home Economics S310. **House Furnishing.** Selection and arrangement of furniture and furnishings according to need, use, appearance,

and income. Prerequisite: Art 150. Fee \$2.00. Second term. Credit, 2 semester hours.

Home Economics S410. **The House.** Study of housing standards; factors influencing the selection of family shelter; house designing and planning in relation to family needs and income. Prerequisite: Home Economics 310. Second term. Credit, 2 semester hours.

Home Economics S430. **Home Management.** The home situation as it is influenced by training. Study of consumption, use of leisure time, and schedules. Prerequisite: senior standing in home economics. First term. Credit, 2 semester hours.

Home Economics S440. **House Residence.** Residence in the home management house including meal planning and preparation, schedule of household organization, informal home entertaining. Prerequisite or parallel: Sociology 330, Home Economics 380, 430. First term. Credit, 4 semester hours.

Food and Nutrition

Home Economics S370. **Meal Study.** A study of menu planning for the family, stressing food selection and nutrition; organization of work; purchase and cost of food; meal preparation and table service. Prerequisite: Home Economics 270; Chemistry 232. Fee \$5.00. First term. Credit, 3 semester hours.

Home Economics S380. **Nutrition and Dietetics.** A study of the processes involved in the utilization of food by the body. Emphasis on an adequate diet for individuals and families; methods of checking adequacy; cost of adequate diet. Prerequisite: Biology 210, 300; Home Economics 370. Fee \$5.00. First term. Credit, 3 semester hours.

SCHOOL OF INSTRUCTION FOR VOCATIONAL HOME ECONOMICS TEACHERS

JULY 23-AUGUST 10

- II. Setting up a Vocational Program:
Setting up objectives, selecting activities, planning a unit, making a calendar, checking progress, revising plans, measuring the results.
- III. Educating the Public:
The value to home economics, necessity for educating the public, mediums to use, and a balanced program.
- IV. Teaching Adults:
Organization, needs of the group, methods of teaching adults, the contribution the adult program makes to a vocational program.
- V. Home and Community Surveys:

Sources of information already secured, new information that can be secured, selecting the essentials and embodying these in the program.

VII. Out-of-School Use of Home Economics:

Seeing jobs at home, recognizing in the home economics instruction help for out-of-school problems, securing increasing independence in finding problems, getting help and checking results, measuring results, standards set up for the home project program.

XII. Home Economics Education—Methods in Teaching Non-Laboratory Lessons:

Discussions, reports, class use of assigned study materials, field trips.

XIII. Home Economics Education—Methods in Laboratory Lessons:

Clothing construction and care, food preparation and serving, house care and refinishing furniture, home care of the sick and first aid, using children for observation.

XIV. Checking Progress:

The different ways progress is shown, means of checking progress for each of these, measuring results, making use of information secured in checking.

MATHEMATICS

Mathematics S101. **College Algebra.** For students desiring college credit. Prerequisite: high school algebra and plane geometry. First term. Credit, 3 semester hours.

Mathematics S102. **Trigonometry.** For students desiring college credit. Prerequisite: high school algebra and plane geometry. First and second terms. Credit, 3 semester hours each term.

Mathematics S402. **Differential Equations.** Second term. Credit, 3 semester hours.

Note: The first two courses are so arranged that students who have the approval of the Head of the Department of Mathematics may complete the full year's course in the summer school of eleven weeks.

MODERN LANGUAGE

French S101, S102. **Elementary French.** Grammar; pronunciation; reading of modern authors; composition; conversation; collateral reading. First and second terms. Credit, 3 semester hours each term.

French S201, S202. **Modern Prose, Poetry, and Drama.** Rapid reading in class of representative works of modern authors; collateral reading; review syntax and composition. Prerequisite: two years of preparatory French or one year of college French. First and second terms. Credit, 3 semester hours each term.

German S201, S202. **Intermediate German.** Reading of intermediate German. Review of grammar in connection with oral and written exercises based on German reading. The aim will be to use as much German as possible in class work. Credit, 3 semester hours each term.

Spanish S101, S102. **Elementary Spanish for Beginners.** The scope of the course embraces the elements of grammar, correct pronunciation, simple conversation and reading of easy prose. First and second terms. Credit, 3 semester hours each term.

Spanish S201, S202. **Intermediate Spanish.** Standard second year course, with a rapid review of grammar, more advanced work in syntax, writing of short essays, and reading of representative works of modern authors. First and second terms. Credit 3 semester hours each term.

Note: Students who attend both terms of the Alabama College Summer School may complete a year of work in a modern language.

MUSIC*

The music work during the summer session aims to serve several widely divergent fields of music. As in the past, the field of performance in organ, piano, violin, and voice will be presented. Public School Music Methods, Wind and String Pedagogy, and Music Education at the Piano will be offered as usual. Those who are preparing for the state certificate examination will find work organized for their need.

Applied Music

Repertory Classes

The courses in Applied Music are divided into two types. One group of courses serves those who are already established musicians, who wish to add to their repertory or to re-study and re-interpret familiar works. To permit full consideration of more extended compositions two one-hour lessons a week are assigned to this group of courses. The lessons are private. It will be possible to register for part of the course in case a student cannot remain for the entire six weeks. Registration for the Repertory Classes includes registration in the Lecture Class in Piano. These lecture-recitals will be given once each week by Mr. Ziolkowski. The Ensemble Class may be substituted by students of violin.

The second group of Applied Music courses will meet the needs of the student who is approaching the study of the literature of the instrument for the first time and who is still working for the formation of an adequate technic. These courses will also serve those who

*The courses indicated under this heading are offered in the first term of the summer school. Those interested in music study during the second term should consult with the Director of the School of Music before July 1.

do not wish to devote themselves exclusively to the study of an instrument. They may also be taken for less than the full credit. The Lecture Class in Piano or the Ensemble Class is also open to registrants in this course with special permission of the instructor.

The work in the above mentioned courses will be offered by:

Organ: Harrison D. LeBaron

Piano: Mieczyslaw Ziolkowski

Violin: Ronald Ingalls

Voice: To be supplied

Public School Music

The School is equipped with the essential instruments so that the student may become conversant with the needs of the player of any of the important band and orchestral instruments. A course in instrumental and choral conducting is also offered for the benefit of the beginner in this field.

The Applied Music study of students in this field may be done with one lesson a week if desired. If numbers warrant, lessons in orchestral instruments may be offered as a combination of one private and one class lesson.

The usual courses in Public School Music will be offered.

Work in this field will be offered by:

Methods: To be supplied

Band and Orchestral Pedagogy: Ronald Ingalls

Music Education at the Piano

This course, designed for teachers of piano, will consider primarily the needs of the pupil. The aim of the course will be a thorough understanding of the aims of musical education rather than a memorizing of any particular set of devices seeking hazily understood objectives. A thorough study will be made of the underlying psychology of musical listening and performance. The possible aims for listening and performance will be considered, and a philosophy of musicianship built. The application of these principles to the mental processes of the student will be studied, together with the development of proper attitudes. In addition to the theoretical discussions, the course will form itself into a group of **class piano** where concrete examples of the building of musicianship will be sought. Two to three hours daily practice required.

Those intending to take the state examination for a certificate will find this work helpful. This course will be offered by Harrison D. LeBaron.

Music Fees

The fees listed below include the fee for practice and the credit hour fee: that is, the total expense of a course is indicated here.

Applied Music:

12 private hour lessons and	
12 lecture or ensemble classes	\$35.00
12 private half-hour lessons	24.00
Music Education at the Piano	18.00
Harmony	6.00
Solfeggio	3.00
Analysis	6.00
Liturgical Music	3.00
Composition	6.00
School Music Methods	6.00
Instrumental Pedagogy	6.00
Conducting	3.00

***Description of Courses**

Music S103. **Music Education at the Piano.** As far as practical this course will be conducted by the discussion method. Class work in piano, the evolution of music history, psychology of music, aesthetics, musical form. Five double periods a week of recitation. First term. Credit, 4 semester hours.

Music S101. **Harmony.** Primary triads and their inversions, cadences, the dominant seventh chords and their inversions. Text: Chadwick—Harmony. First term. Credit, 3 semester hours.

Music S102. **Harmony.** Secondary chords and inversions, dominant ninth and its inversions, diminished sevenths and their inversions, modulation, etc. Text: Chadwick—Harmony. Prerequisites: Music 101. First term. Credit, 3 semester hours.

Music S101. **Solfeggio and Dictation.** Drill in scale and interval singing, part singing, elementary rhythmic problems, dictation to train the ear to recognize intervals, common triads, etc. Text: Ear-Training and Sight-Singing, Wedge. First term. Credit, 1 semester hour.

Music S103. **Choir Conducting and Liturgical Music.** This course is designed primarily for music teachers who are interested in organ work and who do choir training. This is a lecture course for the most part, with some demonstration work. It is an advanced course in choir management and music of the Church. First term. Credit, 1 semester hour.

Music S301. **Structural Analysis.** Homophonic and contrapuntal forms, together with a consideration of the structural detail of composition. Prerequisite: a course in Harmony. First term. Credit, 2 semester hours.

*The theory courses offered carry the work from beginning harmony through composition. As far as possible the work under this heading will be directed to meet the immediate needs of the student. Work in courses not outlined may be pursued if it is possible to arrange the instruction.

Music S302. **Harmonic Analysis.** Analytical study of the harmony of Wagner, Franck, and a contemporary composer. Prerequisite: a course in Harmony. First term. Credit, 2 semester hours.

Music S301. **Composition.** Vocal writing. Short solo and choral settings. Instrumental three part song form. Permission of the instructor required for admission. First term. Credit, 2 semester hours.

Music S103. **Public School Music.** Drill in scale and interval singing, part singing, elementary rhythmic problems, dictation to train the ear to recognize intervals, common triads, etc., with two additional hours of choral rehearsal. First term. Credit, 1 semester hour.

Music S301. **Public School Music Methods for Primary and Intermediate Grades.** Study of the methods of presenting music in first six grades according to the class methods employed in public schools; selection and presentation of rote songs; care of child voice; introduction of staff notation; presentation of tonal and rhythmic problems of each grade; lessons in directed listening; more recent practices in creative music for children; beginning of instrumental instruction; methods of utilizing radio in music education; survey of educational school broadcasts; readings and reports of contemporary thought on school music problems. Theory and practice of teaching combined in class work. Five hours a week. First term. Credit, 2 semester hours.

Music S401. **Public School Music Methods for Junior and Senior High Schools.** Study of the adolescent voice, its care; testing and classifying voices; selection of materials; organization of bands and orchestras; class instrumental teaching; public performances; school assembly; class voice teaching; music appreciation materials; project method of music instruction; newer movements in high school music education. Application of methods of teaching by practical work with the class itself. Readings and reports on contemporary thought on high school music problems. Five hours a week. First term. Credit, 2 semester hours.

Music S201. **Public School Music Appreciation.** Methods of presenting this subject to children; evaluation of courses of study in music appreciation. Bibliography of available texts on appreciation for children is made. Three hours a week. First term. Credit, 1 semester hour.

Music S301. **Wind Instrument Pedagogy.** Brass and wood wind instruments. A preparation for conducting school orchestras and bands; procedure for class teaching, principles of holding, fingering and playing the different instruments. The student gets practical experience in playing on instruments of each type. Students should bring their own instruments when possible. Two double periods a week. First term. Credit, 2 semester hours.

Music S401. **String Instrument Pedagogy.** A preparation for conducting school orchestras; procedure for class teaching; survey of

materials for class teaching; principles of holding, fingering and playing instruments. Practical experience in playing on instruments of each type. The students should bring their own instruments when possible. Two double periods a week. First term. Credit, 2 semester hours.

Music S301. **Conducting.** A study of the principles underlying ensemble performance. Practice in the use of the baton; a study of interpretation and its indication. First term. Credit, 1 semester hour.

PHYSICAL EDUCATION

Physical Education S152. **Beginning Swimming.** First and second terms. Credit, 1 semester hour each term.

Physical Education S252. **Intermediate Swimming.** First and second terms. Credit, 1 semester hour each term.

Physical Education S301. **General Activities.** This is a course in interpretive dancing. First term. Credit, 1 semester hour.

Physical Education S352. **Advanced Swimming.** This course includes Life Saving if desired. First and second terms. Credit, 1 semester hour each term.

Physical Education S360.7. **Physical Education for Elementary Schools.** A survey of the state course of study for the elementary schools with special emphasis on material, organization, and methods. First term. Credit, 3 semester hours.

Physical Education S452. **Health Education.** A survey in the field of health education and the study of teaching principles involved in the presentation of health work. First term. Credit, 3 semester hours.

Physical Education S462. **Theory and Philosophy of Physical Education.** This course includes a brief study of the history of physical education leading to a full discussion of present day problems. First term. Credit, 2 semester hours.

PSYCHOLOGY

Psychology S200. **Educational Psychology.** This course includes a study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in intelligence, achievement and capacity. Required of home economics and A.B. Elementary students. Prerequisite: Psychology 152 or 251. First and second terms. Credit, 2 semester hours each term.

Psychology S201. **General Psychology.** Innate and acquired factors in behavior; motivation of behavior; individual differences and their measurement; problems of learning; personality adjustments. Scientific method illustrated with simple experiments which form the

basis of teaching. Required of A.B. Liberal Arts and Secondary Education students and also of students majoring in sociology and physical education. First term. Credit, 3 semester hours.

Psychology S202. **General Psychology.** A continuation of Psychology S201. Second term. Credit, 3 semester hours.

Psychology S211. **General Psychology.** The reaction hypothesis, native equipment, sensation and feeling, emotion and the dominant human urges, motivation and adjustment, learning, perception and attention, general intelligence and special aptitudes, personality. Required of art, music, and science majors. First term. Credit, 2 semester hours.

Psychology S212. **General Psychology.** A continuation of Psychology S211. Second term. Credit, 2 semester hours.

Psychology S250. **Child Psychology.** This course is identical with the course in child psychology which is offered during the regular session. First term. Credit, 2 semester hours.

Psychology S300. **Educational Psychology.** This course includes a study of the laws of learning, reasoning and imagining, transfer of training, factors influencing efficiency, individual differences in intelligence, achievement and capacity. Required of A.B. Secondary. Prerequisite: Psychology 251 or 152 or equivalent. First and second terms. Credit, 3 semester hours each term.

Psychology S350. **Adolescent Psychology.** This course is identical with the course in adolescent psychology which is offered during the regular session. First term. Credit, 3 semester hours.

SECRETARIAL

Typewriting S101. **Fundamentals of Touch Writing.** Operation of the machine; the keyboard; straight copy; and simple letter arrangement. First term. Credit, 3 semester hours.

SOCIOLOGY

Sociology S201. **Introductory Sociology.** This course is designed to serve as a preliminary survey for those who plan to continue further in the field of sociology, and at the same time to provide students majoring in other fields with some insight into human origins and institutions. A background for clear thinking regarding social processes and social problems is given in an analysis of the primary factors in social life—the geographical, the biological, the psychological, and the cultural. First term. Credit, 3 semester hours.

Sociology S202. **Introductory Sociology.** A continuation of Sociology S201. Upon the basis of the primary factors of social life, there is a study of certain fundamental social arrangements whereby man has solved the major problems of living together in groups; material culture; myth, magic, religion and science; the family and its problems; and the State. Second term. Credit, 3 semester hours.

Sociology S210. **Principles of Sociology.** This course, designed

for the student majoring in other fields, aims to analyze and interpret social experience and thus prepare the student for a more intelligent participation in social life. A study is made of the origin of social experience and the nature of personality and of the organization of human experience into social institutions—the family, property, the state, the church. First term. Credit, 2 semester hours.

Sociology S220. An Introduction to the Study of Rural Sociology. A survey of the physical, economic and social aspects of farm life. Special emphasis upon the major problems growing out of rural living. Required of majors in Home Economics. First and second terms. Credit, 2 semester hours each term.

Sociology S321, S322. Social Casework. An introduction to the casework approach to treatment of some of the major social problems: desertion, illegitimacy, non-residents, problems arising from physical and mental illness, etc. Designed for students planning to enter social work as a profession, and as a background of understanding for those who will assume leadership in the civic affairs in their own communities. First and second terms. Credit, 3 semester hours each term.

Sociology S330. Family Relations. Brief sketch of the history of the family; the home; family relations. First term. Credit, 3 semester hours.

Sociology S370. Field Work in Social Service. A course offering practical experience for professional students in the field of rural social work. Arrangements are made for the students to work twelve to fifteen hours a week with the Shelby County Child Welfare Department as probation officers, school attendance officers, family welfare workers. The field work is carried on under the joint supervision of a member of the college faculty and the County Superintendent of Child Welfare. First term. Credit, 3 semester hours.

Sociology S380. Social Ethics. Personal and social morality; a critical evaluation of the methods employed by society in handling the criminal, the immigrant, the poor; the race problems. Second term. Credit, 2 semester hours.

Sociology S421. Social Casework. A study of the underlying principles and current practices in social casework treatment as seen in the handling of some of the problems of family and child welfare. For students who are planning to enter social work as a profession. Prerequisite: Sociology 321 and 322. First term. Credit, 3 semester hours.

Sociology S422. Juvenile Delinquency. A study of the cases and treatment of juvenile delinquency with reference to historic and modern methods of dealing with the problem. The technique of diagnosis, treatment, both institutional and supervisory, juvenile research and prevention. A study is made of the County Child Welfare Program of Alabama, which includes the relationships (1) between county units and the State Department, (2) county units and public and private child-caring institutions of Alabama. Second term. Credit, 3 semester hours.

SPEECH

The work of this department is two-fold; personal development and professional training. The personal development work aims to correct the most salient defects in voice and body, thus making the personality more effective. The professional training covers the field of interpretation which is divided into public speaking, public reading and dramatic art. The student thus prepared is equipped to teach the various phases of expression work, and coach plays and contests in school or community, as well as to entertain.

Speech S101. Principles of Speech. A fundamental course in general speech education. Training embraces the development of voice and action applied in oral discourse; breath control; voice placement, resonance, phrasing, emphasis, platform manner. First term. Credit, 3 semester hours.

Speech S131. Principles. A fundamental course designed to give speech training to those who need the work but cannot give the time S101 requires. First term. Credit, 1 semester hour.

Speech S141. Story Telling. Study of child psychology, leading to consideration of stories suitable for children. Principles and aim. Practice in class and story hour groups in telling of stories for schools and centers. First term. Credit, 2 semester hours.

Speech S300. Play. A summer school play will be produced. Anyone enrolled in summer school is eligible to try out. Those selected for the cast will receive credit. First term. Credit, 1 semester hour.

Speech S381. Auditorium. This course is designed to meet the needs of the auditorium teacher. It is a study of the way schools have used the hour and includes helps, suggestions, and bibliography for practical application. First term. Credit, 2 semester hours.

Speech S400. Play Production. An intensive general course designed to aid teachers hitherto not fully prepared who find themselves confronted with the problem of production. It will include such problems as choosing, casting and staging a play, as well as the direction. First term. Credit, 2 semester hours.

Speech, private lessons. Personal attention to the application of principles in platform reading; development in interpretative ability. Hours and credits arranged. Special fee. First term.

The following courses may be offered if there is sufficient call for them:

Speech S111 or S112. Acting. Principles of dramatic work. Character development. Preparation for presentation in public production. First term. Credit, 2 semester hours.

Speech S211, S212, S311, or S312. Advanced Acting. First term. Credit, 1 or 2 semester hours.

Speech S231. Teaching of Speech in Grades and High Schools. First term. Credit, 2 semester hours.

Speech S301. Principles of Oral Interpretation. First term. Credit, 2 semester hours.

HIGH SCHOOL SUBJECTS*SENIOR HIGH SCHOOL****First Term**

English S3a. **Composition and Literature.** Standard Senior II High School English. Texts: Baker and Goddard, English Fundamentals; Woolley, New Handbook of Composition; Greenlaw and Others, Literature and Life, Book III. Credit, $\frac{1}{2}$ unit.

English S4a. **Composition and Literature.** Standard Senior III High School English. Texts: Woolley, New Handbook of Composition; Greenlaw and Others, Literature and Life, Book IV. Credit, $\frac{1}{2}$ unit.

History S3a. **American History.** Standard Senior II High School History. Text: Mace, American History. Credit, $\frac{1}{2}$ unit.

History S4a. **Citizenship.** Standard Senior III High School History. Text: Hughes, Problems of American Democracy. Credit, $\frac{1}{2}$ unit.

Mathematics S3a. **Plane Geometry.** A study of the first two books. Text: Newell and Harper, Plane Geometry. Credit, $\frac{1}{2}$ unit.

Mathematics S4a. **Algebra.** Prerequisite; one unit of high school Algebra or its equivalent. Text: Wells and Hart, Modern Second Course in Algebra. Credit, $\frac{1}{2}$ unit.

Second Term

English S3b. A continuation of English S3a. Credit, $\frac{1}{2}$ unit.

English S4b. A continuation of English S4a. Credit, $\frac{1}{2}$ unit.

History S3b. A continuation of History S3a. Credit, $\frac{1}{2}$ unit.

History S4b. A continuation of History S4a. Credit, $\frac{1}{2}$ unit.

Mathematics S3b. **Plane Geometry.** A continuation of Mathematics S3a offered the first term. Plane Geometry, Books III, IV, and V. Text: Same as first term. Credit, $\frac{1}{2}$ unit.

Mathematics S4b. **Solid Geometry.** This course is for students desiring high school credit. Students who have not had this subject and who wish to major in mathematics in college are advised to take it. Text: Newell and Harper, Solid Geometry. Credit, $\frac{1}{2}$ unit.

*All high school classes will meet twice daily.

THE THIRTY-NINTH ANNUAL SESSION OF ALABAMA COLLEGE OPENS SEPTEMBER 10, 1934

The College is a member of the Association of Alabama Colleges, the Association of Colleges and Secondary Schools of the Southern States, and of the Association of American Colleges.

The School of Music is a member of the National Association of Schools of Music.

In its efforts to meet the needs of the young women in the State, Alabama College offers the following curricula:

FOUR-YEAR CURRICULA

Curricula leading to the Bachelor of Arts Degree in the liberal art subjects, preparation for teaching in high school, and preparation for teaching in the elementary school.

Curricula leading to the Bachelor of Science Degree in Art, Biology, Biology and Chemistry, Chemistry, Home Economics, Physical Education, Secretarial Science, and Social Service and Attendance Work.

Curricula leading to the Bachelor of Music Degree in Piano, Organ, Violin, Voice, and Public School Music.

The College offers excellent accommodations at reasonable rates for the number of students that can be accepted.

For the regular catalog and further information address

**ALABAMA COLLEGE
MONTEVALLO, ALABAMA**

APPLICATION FOR ADMISSION

to

ALABAMA COLLEGE SUMMER SCHOOL

Montevallo, Alabama

SUMMER SESSION—1934

Date.....

1. Name (in full)

2. Address: Street and No., or R. F. D.

City, County, State

3. Name and address of parent or guardian

4. Last school attended

Graduate?

5. Enclosed is reservation fee of \$2.00. Please (reserve) (do not reserve) a place in the college dormitory for me. (Strike out word or words in parentheses.)

6. Indicate courses desired:

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Remarks

Signature of Applicant

